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ABSTRACT

This booklet is designed to help Professional Development School (PDS) planners and implementers who seek guidance in designing and carrying out impact documentation. It can also help students, researchers, and policymakers interested in investigating PDS effectiveness. The booklet offers a conceptual framework for conducting impact documentation, a checklist for assessing existing documentation efforts or guiding those in the planning stages, and descriptions of existing impact documentation activity at a number of sites. A key component is the collection of instruments, protocols, and analytical approaches developed by several partnerships. There are seven chapters: (1) "The Challenges and Importance of PDS Impact Documentation"; (2) "A Conceptual Framework for Assessing PDS Impacts"; (3) "Designing and Implementing Impact Research: Suggested Steps"; (4)"Tool Kit for Analyzing Impact Research Plans and Implementation"; (5) "Profiles of Selected PDS Impact Research Efforts"; (6) "Sample Protocols, Questionnaires, and Analytic Approaches"; and (7) "References and Additional Resources." (Contains 27 references.) (SM)

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ASSESSMENT

Assessing the Impacts of Professional Development Schools

LEE TEITEL
with
ISMAT ABDAL-HAQQ

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Lee Teitel
with
Ismat Abdal-Haqq

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EDITOR'S PREFACE

Some of the liveliest conversations taking place among educators during the past decade have centered on professional development schools (PDSs). These conversations cover a lot of ground. There is talk of preservice teacher cohorts, site-based coursework, collaborative decision making, simultaneous renewal of schools and teacher education, new boundary-spanning roles for school and college faculty, and school-based inquiry. However, it is not unusual for the easy flow of conversation to become halting, self-conscious, stiff, or listless if someone outside of the fold, or even within, raises the question of documenting impact. The hapless individual who mentions the issue is apt to feel he or she has said something in bad taste. A certain skittishness often invades scholarly and informal discourse when the topic surfaces.

The reluctance of professional development school implementers and advocates to come to grips with impact documentation can be traced to several understandable factors, which are outlined by the author of this work, Lee Teitel, in the introductory chapter. Nevertheless, there is increasing pressure on those involved in PDS work to justify the considerable human and fiscal resources devoted to PDS initiatives.

Pressure comes from legislators, state and district administrators, foundations, and higher education administrators who are asked to supply funds for PDS work. It comes from skeptical teacher educators prodded to abandon established models of preservice preparation and from weary teachers asked to add mentoring, inquiry, and management tasks to their classroom duties. It comes from cynical journalists, confused parents, curious researchers, and self-appointed guardians of taxpayer interests. Particularly pressing is the call for evidence that PDSs positively impact P-12 student outcomes, and other critical areas including new teacher placement, performance, and retention.

If professional development schools are to prosper, or even survive, the call for credible evidence of accomplishment cannot be dismissed as irrelevant, misguided, or sinister. It is a legitimate demand that rests on solid ethical and practical ground. The present work

attempts to help PDS implementers who recognize the legitimacy of that demand overcome a significant obstacle to answering it. Sharing the work of those who have come to grips with the task and initiated activity to document PDS impacts on various stakeholders, this booklet helps to answer a frequently asked question, "How do we go about it?"

PDS distinctiveness lies in its multidimensional mission. Professional development schools are P-12 schools, some public and some private, developed and operated by collaborative partnerships, which include one or more schools, colleges, or departments of education and one or more schools or school districts. Some partnerships also include teachers unions and human service agencies as working partners. The Clinical Schools Clearinghouse (CSC), based at the American Association of Colleges for Teacher Education (AACTE), has documented more than 1,035 P-12 schools designated as PDSs in the United States.

The four-part mission of the PDS includes: (a) initial preparation of teachers and other school-based educators; (b) professional development of teachers and other school-based educators; (c) exemplary practice that supports, enhances, and improves P-12 student learning; and (d) ongoing applied inquiry that supports student and educator development. PDS partnerships are committed to equity in policy and practice for all learners, simultaneous renewal of schools and teacher education, and parity among partners. It is not the objective of the PDS movement to have every school assume the multiple mission of the PDS; however, dissemination is a key function, and promising structures and practices are shared. PDSs are places designed to generate, test, and refine effective structures and practices that can be shared with other schools.

This publication offers a conceptual framework for conducting impact documentation, a user-friendly checklist for assessing existing documentation efforts or guiding those in the planning stages, and descriptions of existing impact documentation activity at a number of sites. A key component is the collection of instruments, protocols, and analytical approaches developed by several partnerships.

This booklet is designed to assist PDS planners and implementers seeking guidance in designing and carrying out impact documentation. It can also be a useful resource for students, researchers, and policymakers interested in investigating PDS effectiveness. While no claims are made that the present work represents a comprehensive treatment of a very complex subject, it is offered as an aid to further the work of those who recognize the need for credible assessment and seek guidance in developing productive mechanisms and approaches.

Assessing the Impacts of Professional Development Schools is the second in a series of practice-oriented booklets on PDSs, *The PDS Practice Series*, published by AACTE. The first booklet, *Designing Professional Development School Governance Structures*, offered a practical, nuts-and-bolts guide to crafting institutional agreements to establish and manage PDS partnerships. Comments on this booklet and the series are welcome.

Ismat Abdal-Haqq
Series Editor
May 1999

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We also wish to express our gratitude to Earline Matthews and Linda Kelly, administrative assistants at AACTE, for their help in preparing the draft manuscript.

Note: An earlier and abbreviated version of portions of this piece was presented at the annual meeting of the American Educational Research Association in April 1998.

CHAPTER 1
THE CHALLENGES AND IMPORTANCE OF PDS IMPACT DOCUMENTATION

Introduction

Credible, systematic documentation of the impacts of professional development schools (PDSs) is critical to the growth and sustenance of the partnerships themselves and of the PDS movement. Without good documentation of impacts on preservice and experienced educators and on P-12 students, the professional development schools that have grown so fast in the last decade will wither away. Good impact documentation, carefully conceptualized and implemented, allows insiders to improve what they are doing and helps all stakeholders to assess whether the effort that goes into starting and sustaining a professional development school is worth it. Yet, credible and systematic documentation of PDS impacts is hard to implement for several reasons:

- The definition of professional development schools is not universally agreed upon, so an evaluation might be tainted by looking for impacts within a setting that is not really a PDS.
- It may be too soon to measure impacts for these partnerships; they represent long-term systemic changes that should not be measured before the changes are in place. Furthermore, relationships, which undergird collaborative partnerships, are fragile and can easily become damaged by a premature evaluation or one that is not sensitive to the need to nurture the relationship.
- It is difficult to establish comparison or control groups; thus, self-selection or program selection, or some other confounding factor, may produce preservice students in PDS programs who may be different from those in more traditional campus-based programs.
- There are different perceptions of what outcomes matter and how to measure them, especially among the different stakeholders.
- Participants are too busy making the partnership happen to document their work; yet, reliance on outside evaluators who are often brought in well after the start up of the PDS may lead to a mismatch between the goals of the program and the direction of the evaluation.

Not surprisingly, given these challenges, there are not many credible and systematic assessments of PDS impacts available. Several recent literature reviews bemoan the paucity of high-quality evaluations, noting that many of the studies are limited by unclear descriptions of the methodologies and sometimes confounded by difficulties over publishing what may be seen as judgmental accounts of ongoing processes and relationships.

Most of the published studies of PDSs focus on start up stories, roles and relationship changes, and teacher and student teacher attitudes, expectations, and satisfaction levels with little concrete evidence about how the quality of learning for P-12 students, preservice teachers, and experienced educators has been affected by the changes. Furthermore, credibility of many studies is undercut by exclusive reliance on self-report survey data. Most of the impact documentation focuses on preservice teachers, with less attention paid to impacts on experienced teachers, and even less on administrators or faculty at the college, and still less on P-12 students (Abdal-Haqq, 1998; Book, 1996; Teitel, 1998).

The balance of this booklet is divided into two sections. The first part, Chapters 2 through 4, focuses on how to plan for and implement PDS documentation work. It features a framework for thinking conceptually about PDS impact assessment and some recommended steps for implementation. It concludes with a self-assessment checklist designed to be used by readers to stimulate discussion and planning of PDS research. The second section focuses on resources. Chapter 5 includes brief descriptions of several PDS research initiatives currently underway in this country. Chapter 6 consists of sample protocols, questionnaires, and analytic approaches. The final chapter contains references and other resources.

CHAPTER 2
A CONCEPTUAL FRAMEWORK FOR ASSESSING PDS IMPACTS

The biggest and, ultimately, most important questions asked in any research on professional development schools concern impacts—impacts that produce improved student learning outcomes; improved preparation of preservice teachers, administrators, and other educators; and improved, continuing professional development and learning for all school- and university-based adults who work in the partnership.

In general, neither PDS participants nor researchers have at present a clear enough idea of what connections exist (if any) between the structural change of setting up a PDS and desired outcomes. As Kimball, Swap, LaRosa, and Howick (1995), warn in writing about the National Network for Educational Renewal partner schools:

> The means to effective partnership can easily become ends in themselves. For example, the energy for change in schools may become focused only on improving working conditions for teachers, establishing more collaborative decision-making structures, or creating more flexible schedules, all of which can be means to the end of the learning but should not be ends in themselves. Administrative practice can change without passing the advantage to the classroom. (p. 24)

Writing about other forms of restructuring, Newmann and Wehlage (1995) use a series of concentric circles, with student learning as the target in the center, and note that student learning is affected only where there are changes in the circle around it, which they label "authentic pedagogy." This circle, authentic pedagogy, is in turn supported by improvements in the school's organizational capacity and its external supports, represented by the outer circles. They note that school restructuring without impacts on pedagogy will not change student learning. Slavin (1996, p. 4), reviewing a range of popular reform or restructuring efforts, notes, "These reform proposals ignore a basic truth. Student achievement cannot change unless America's teachers use markedly more effective instruction methods."

Following the same logic and working backward from the three goals listed at the beginning of this chapter, professional development schools need to demonstrate improved approaches to teaching and learning and leadership for three major stakeholder groups (i.e., preservice educators, inservice educators, and P-12 students). Continuing to work backward, these sites must create contexts for the structural, organizational, and cultural changes that will encourage and support those improved approaches. A conceptual model, which incorporates these outcomes and the changes that will support them, is presented in Table 1.

Table 1
Concept Map
PDS Impact Assessment

Column 1 Organizational Innovation: Partnership Development	**Column 2** Adaptations in Roles, Structures, and Culture	**Column 3** Best Practice in Teaching, Learning, and Leadership	**Column 4** Desired Outcomes Improved Learning for:
School	Changes in governance, decision making, leadership;	Classroom approaches "teaching for understanding," constructivism;	All Students
PDS	use of time, roles, and rewards;	different expectations for teacher professional development	Experienced teachers and other education personnel
Teacher Education Program (Also links to unions, parents, communities, districts, arts and sciences faculty)	views of collaborative relationships, expectations	different approaches to preservice teaching, fieldwork	Preservice teachers and other education personnel

Using the PDS Impact Assessment Conceptual Map

The conceptual map is drawn in a linear fashion. Changes produced by setting up professional development schools are on the extreme left and lead to the desired outcomes which appear on the extreme right. In real life, of course, the process is much more recursive. The changes in Column 3 and in Column 2 often reach back and influence factors in Column 1 and so forth. Impact research cuts across the columns and should inform and connect the different pieces, in ways that are useful for both internal and external audiences. In the following paragraphs, each column is explained briefly along with suggested data sources.

Column 1: Organizational Innovation: Partnership Development

The organizational changes reported under this heading can be thought of quite broadly. For example, each of the structural entities "school" and "university" is surrounded by a larger community, each with its own (sometimes overlapping) sets of stakeholders and participants. Also, there are a number of subsections within each organization—like arts and sciences faculties as well as teacher education programs, in a university; or parents, school boards, district office, for the school. PDSs cause new relationships to form between and among these different entities, often involving other community groups, agencies, and unions. Examples of data to be collected to document these organizational changes include minutes of meetings, collaborative agreements, histories, calendars of partnership events, surveys of stakeholders, press clippings and copies of newsletters, and annual progress reports (adapted from Sirotnik, [1988]).

Column 2: Adaptations in Roles, Structure, and Culture

To demonstrate that these partnerships have an impact beyond mere structural rearrangements, there needs to be evidence of other kinds of changes in the culture, governance structure, rewards system, use of time, human resource policies, and so forth—within all participating institutions. This includes development of new kinds of roles that cross over institutional boundaries, blur the distinctions between school faculty and college faculty, and change the nature of leadership and decision making in both organizations and cultures. These roles contribute to the development of new relationships and constituencies within the broader community as part of this process. These kinds of changes are necessary but ultimately, are not suffi-

cient to produce an impact on learning outcomes; they simply provide the needed supports for changes in approaches to teaching and learning.

Types of supporting data to collect include job descriptions and evidence of jointly conducted searches for personnel in new or modified jobs at the intersection of the partner institutions; evidence of boundary-crossing capacities; changes in reward structure (e.g., promotion and tenure language) within the college and the school; operating budget; and schedules that show how school and college time are used, as well as journal entries or reflections of participants.

Column 3: Best Practice in Teaching, Learning, and Leadership

Column 3 represents the next crucial link in assessing any types of impacts on preservice teachers, experienced educators, or P-12 students listed in Column 4 . Conclusions about PDS impacts on P-12 students, for instance, only make sense if the students are experiencing better teaching and learning experiences in the PDS. Column 3 documents the development of best practice models of teaching, learning, and leadership—for children as well for as the initial and continuing professional development of adults.

Changes in the belief structure—the philosophy that underlies the teaching and learning and leadership practices—are as important as the actual changes in classroom practices. These changes could have implications for school organization (e.g., tracking vs. de-tracking policies), as well as for numerous other innovations that may coincide with development of these partnerships (e.g., teaching for understanding or use of constructivist approaches). The roles and support for experienced educators, including administrators, in the school and college would be changing within this context of changes in practice. Leadership roles would be different, with co-teaching and research roles being developed in a more collaborative way, for example. In preservice programs, both the field and classroom experiences for preservice teachers would need to incorporate adoption and modeling of best practice approaches to instruction. Data to be collected include syllabi and course sequencing (for P-12 students as well as preservice teachers), evidence of effective strategies for working with diverse students, professional development opportunities and plans for experienced educators, evidence of the beliefs underlying the practices, and documentation of what experienced teachers do with out-of-classroom time made possible by the presence of interns.

Column 4: Desired Learning Outcomes

The findings in this column are ultimately the most important but make more sense when linked to the first three. Data need to be collected in ways that work for the various stakeholders and that are credible for both formative and summative decisions and collected on all three outcome categories (i.e., impacts on P-12 students, preservice educators, and inservice educators).

Data should include multiple measures. For example, evidence to support the outcome of improved learning for preservice teachers might include perspectives of hiring principals, classroom observations of graduating teachers, and P-12 student test scores (Stallings, 1991). Additional data sources might be questionnaires on preservice teacher preparedness—drawing on views of preservice teachers, school-based mentors, and college faculty (Loving, Wiseman, Cooner, Sterbin, & Seidel, 1997)—along with archival data on graduates (i.e., where they applied to work, where they were hired, and the results of follow-up assessments of their preparedness and teaching skill over time).

Using the Conceptual Framework

The framework provides a logical, user-friendly way to link structural, cultural, and governance changes to new approaches to teaching and learning, and ultimately to desired outcomes. It can also help identify potential gaps within a large study or assist in putting smaller studies in context.

An earlier version of the framework was used at an American Educational Research Association (AERA) presentation that analyzed results of the large-scale, multisite study of the National Education Association's (NEA) Teacher Education Initiative (TEI). Among the dozen or so findings reported by Loving et al. (1997) from this study, there were 10 Column 2 (structural/organizational/cultural) changes identified, five Column 3 (approaches to teaching, learning, and leadership), and only one Column 4 (impact on learning) outcome. The use of the framework highlighted the stage of the research and suggested additional data sources to the researchers.

Randy Flora, who coordinates partner school activities at Miami University (OH) and was a participant in that meeting session, expressed his concern about the usual simplistic demands for immediate change of student performance on proficiency/achievement tests as the sole criterion of value. He noted that reliance on one set of measures and insistence that change be immediately observable on those measures would exclude other evidence of student learning

and would not recognize changes in environment, materials, teacher and other adult behavior, student health and safety, and other evidence that are often necessary conditions for change in educational results. Drawing on his recollection of legal terminology, Flora suggested that the conceptual framework presented provided a "preponderance of evidence approach"—where the range of evidence displayed would suggest that the changes being instituted are impacting teaching and learning processes in ways that are consistent with research and literature on best practice, and show the potential for improved results for students over the long term.

In addition to suggesting a logical link between PDS changes and potential impacts, the conceptual model can be used to provide a common framework to link smaller studies, which might be done at individual partnership sites. For instance, it is being used in Massachusetts to promote cross-site linkages and integration in developing the "big picture" of the impacts that several different PDSs may be having at the local level (see, Chapter 5, item 5f and Chapter 6, Massachusetts Consortium for Initial Professional Development of Teachers).

CHAPTER 3
DESIGNING AND IMPLEMENTING IMPACT RESEARCH: SUGGESTED STEPS

What follows are some recommended steps for planning and conducting PDS impact research. The plan is oriented toward internal documentation efforts—toward those partnerships that choose to plan and conduct the bulk of their documentation by themselves. It can certainly be adapted to those partnerships relying more heavily on external evaluators, but it does incorporate an important goal-setting and planning process that needs to be conducted by and for the stakeholders.

The approach is designed to dovetail with the conceptual framework outlined in Chapter 2 but should serve as a useful checklist and guide for any PDS impact research. This approach is currently being used by a multisite research effort in Massachusetts, involving four partnership sites and the state department of education. It is described more fully in Chapter 5 (item 5f), and sample documents and data collection instruments used in Massachusetts are included in Chapter 6 (Artifacts A-H). The broad recommended steps are:

1. Focus on outcomes: What question(s) about impacts need to be asked?

The first step is to identify what impact areas matter to your partnership. This may be done initially by brainstorming the important questions with the research team but also should involve, early and often, all the various PDS stakeholders. For each area of interest (e.g., impact on preservice teachers, on P-12 students, on experienced educators) develop a list of outcome attributes, the presence (or absence) of which would help determine success of the PDS. Work with the research team and stakeholders to focus the list on the core outcomes your program seeks. In keeping with the spirit and purposes of PDSs, it is critical that these conversations involve all stakeholders and that there be parity among university, school, and community participants at every step of the process. (See Chapter 6, Artifact A for an example of what a group of PDS participants from schools and colleges in Massachusetts identified as outcomes for preservice educator prepa-

ration. See also Chapter 6, Artifact I for core questions developed for organizing data collection from high school students in the Benedum Collaborative in West Virginia.)

2. Determine the sources of information that can help answer the question(s).

Think about the information you want to collect, selecting from a broad array of data sources, always keeping in mind what will be seen as credible by various stakeholders inside and outside the PDS. Preferred data sources are not necessarily immutable. For instance, individuals who consider standardized test scores as the only measure of student achievement may be swayed with other forms of credible evidence. (See, Chapter 5, item 5g, for a description of the various approaches taken by the Washington PDS/San Jose State University collaborative and sample instruments developed by the partnership, Chapter 6, Artifacts M and N.)

Data points should go beyond exclusive reliance on self-report surveys but should provide multiple perspectives. For example, see the data grid used by Massachusetts researchers (Chapter 6, Artifact C) to map outcomes for preservice teachers with potential data sources. Before finalizing the data collection plan, it is important to get buy in from stakeholders on whether the data sources are appropriate, comprehensive, and credible.

A second important consideration is making sure that the data collection plan is feasible, given the available time and other resources within the partnership. These are less important issues if the partnership is well funded or has a separate funding stream for an external evaluation. Most PDS research efforts, however, are underfunded, and many are being implemented by busy people with many other demands on their time. Therefore, it makes sense to think about how to work most efficiently.

Think imaginatively about archival data—information that already is collected in your partnership—test scores, grades, and attendance rates for P-12 students; numbers of teacher education graduates placed in jobs, etc. (See Chapter 5, item 5h for a description of a PDS research model, which incorporates existing data sources developed by the Old Dominion University/Norfolk (VA) Public Schools partnership.)

When there is information that you need to gather specifically for this study, try to weave it into the natural and educationally beneficial processes of your partnership. For example, if you want to get teacher education student attitudes on a variety of topics, consider

having them write "educational platforms" articulating their views. If this is done early in their program and again near program completion, it not only provides good comparative data over time, but it can promote reflection that helps students develop and prepare for job interviews.

Finally, make sure, in all your planning, to identify who will do the collecting, sorting, and analyzing of the data. This is a significant amount of work, which requires release time or additional compensation. Additionally, if the documentation effort is done internally, individuals may need some training or skill building around research techniques, especially if the research team includes, as it should, school-based personnel or community members who may be less likely to have research experience. (See Chapter 5, item 5e, for a description of program support for site-based research within the West Alabama Learning Coalition, and Chapter 6, Artifact P for a table developed by the Coalition to summarize the outcome documentation phase of its evaluation design.)

3. Collect the data and conduct the analysis.

The research work should always be grounded in some sort of conceptual map or framework similar in purpose to the one outlined in Chapter 2. Avoid, for example, looking at any of the outcomes in isolation from the changes that might be leading to it. For instance, if the data show growth and professional development of experienced faculty (See Table 1, a Column 4 change), map backwards to look at what activities, approaches, attitudes, and structures contributed to those gains (See Table 1, Column 3). If you are looking at developing positive attitudes of teacher education candidates toward urban schools, look in their preparation program for experiences that would lead preservice teachers to develop these attitudes and document the connection.

Similarly, keep your eyes on the overall prize. Since one of the important underlying impact issues concerns the effects that any of these approaches for teacher education students ultimately have on kids, weave that question into your interviews and observations, and look specifically for impacts on the students in the school. If you are using a conceptual framework, it allows you to link items from different data sources. (See the Massachusetts Consortium for Initial Teacher Professional Development of Teachers, Chapter 6, Artifacts D, E, and H, for a sample questionnaire and interview and observation protocols used to gather outcome data on preservice educators from multiple sources.)

4. Continually engage stakeholders with the emerging data.

"Presentation" should be the continual and iterative engagement of a variety of stakeholders with the findings—not a one-shot formal presentation, but ongoing connections to reach the people who care (or should care) about what you found. If you have already received stakeholder consensus that the outcomes you are looking at matter, and that the information you are collecting is credible, the key work becomes sharing, engaging, and analyzing. Think about the best way, when and where, to reach each stakeholder group.

The sharing of research findings should be done in a way that maximizes impact on decision making. Avoid letting policymakers off the hook by allowing them to say, "you have to find the impacts." Instead, work with them to look at the impacts together. (See the Massachusetts Consortium for Initial Teacher Preparation Development, Chapter 6, Artifact G, for a sample of specific audiences the Massachusetts group felt would be important to reach with its findings and their planned methods of "presentation").

5. Refocus, refine, and continue.

The ongoing impact documentation process should be intertwined with presentation, analysis, and decision-making processes. It is important to plan ahead and think about future cycles of documentation, looking, where possible, for baseline data. (See the Massachusetts Consortium for Initial Teacher Preparation Development, Chapter 6, for a depiction of the multidimensional, long-term impact research efforts in which one PDS partnership is engaged, Artifact F, and samples of protocols and instruments used by Massachusetts Consortium members).

CHAPTER 4
TOOL KIT FOR ANALYZING IMPACT RESEARCH PLANS AND IMPLEMENTATION

The following self-assessment checklist may be used by PDS partnerships in assessing the implementation of their impact research. It may also be a useful lens through which to view plans for designing and implementing PDS impact research.

Using a scale of 1 to 5, assess how well your impact research plan addresses each of the steps outlined below, with 1 as poor, 5 as excellent, and NA for items that seem not applicable in your context. Use the "Planned" category if this aspect is already planned but not yet at a point where it can be meaningfully assessed. Use the "Indicators" section below each self-assessment rating scale to list a few indicators that give evidence to support your assessment. If you indicated that an item was being planned, give some indication of the stage of planning or level of progress.

Self-Assessment Checklist

1. The impact research questions are clear and focused.

Assessment of your partnership on this item:

1 2 3 4 5 NA PLANNED
(Poor) (Excellent)

Indicators:

2. Among PDS stakeholders there is widespread ownership and sense of the importance of the research question(s).

Assessment of your partnership on this item:

1 2 3 4 5 NA PLANNED
(Poor) (Excellent)

Indicators:

3. The design and implementation of the documentation effort involves all school and college partners in ways that reflect collaboration and parity.

Assessment of your partnership on this item:

1 2 3 4 5 NA PLANNED

(Poor (Excellent)

Indicators:

4. There is a broad range of data sources being utilized to provide multiple measures.

Assessment of your partnership on this item:

1 2 3 4 5 NA PLANNED

(Poor) (Excellent)

Indicators:

5. The data sources being used are seen as credible by all stakeholders.

Assessment of your partnership on this item:

1 2 3 4 5 NA PLANNED

(Poor) (Excellent)

Indicators:

6. The documentation plans specify who will do the data collection, analysis, and presentation, and those individuals have the needed skills and the time or other compensation to properly do the work.

Assessment of your partnership on this item:

1 2 3 4 5 NA PLANNED

(Poor) (Excellent)

Indicators:

7. The findings are grounded in some sort of conceptual map or framework and are not just identified outcomes or processes isolated from one another.

Assessment of your partnership on this item:

1	2	3	4	5	NA	PLANNED
(Poor)				(Excellent)		

Indicators:

8. The "presentation" stage (whether it has happened yet or not) includes a continual and iterative engagement of stakeholders with the findings.

Assessment of your partnership on this item:

1	2	3	4	5	NA	PLANNED
(Poor)				(Excellent)		

Indicators:

9. There is a clear plan for multiyear, ongoing documentation.

Assessment of your partnership on this item:

1	2	3	4	5	NA	PLANNED
(Poor)				(Excellent)		

Indicators:

10. There are clearly delineated resources to provide time or other compensation to those engaged in the documentation.

Assessment of your partnership on this item:

1	2	3	4	5	NA	PLANNED
(Poor)				(Excellent)		

Indicators:

CHAPTER 5
PROFILES OF SELECTED PDS IMPACT RESEARCH EFFORTS

What follows is a sampling of some of the more thoughtful and innovative PDS impacts research studies going on around the country. Where possible, citations (see reference list) of papers, reports, articles, or conference presentations are included, along with contact information for a lead researcher on the project.

5a. The Benedum Collaborative involves the University of West Virginia and schools in four counties. Saab, Steel, and Shive (1997) focus on classroom impacts in the Benedum Collaborative, describing a multipronged approach to data collection, including a teacher survey, teacher interviews, focus group interviews with students, and phone calls with a random sampling of parents. They include samples of student work and parent responses and describe how the data are being used to fine-tune the restructuring experience. Webb-Dempsey (1997) describes, in thoughtful detail, the collaborative process Benedum uses to gather and analyze data in a way that respects the needs and concerns of the participants while retaining a strong focus on getting credible data about impacts on experienced teachers, student teachers, P-12 students, and the schools themselves.

Benedum draws on interviews with 400 students, surveys of 3,000 students, evaluation data collected by the state department of education, as well as standardized tests (For an update on findings in these areas, see Teacher Education Research Group, 1999). Webb-Dempsey's chapter, devoted to the work of the Benedum Collaborative, includes core questions used in semi-structured, open-ended focus group interviews with elementary and secondary students (See Chapter 6, Artifact I, for the questions.). The paper by the Teacher Education Research Group (1999, pp. 12-27) provides items and descriptions for several scales and sub-scales of the surveys utilized in the study. Three of the surveys are included in Chapter 6, Artifacts J, K, and L.

For more information, contact:
Van Dempsey, Teacher Education Research Group
Benedum Collaborative
College of Human Resources and Education
West Virginia University
Morgantown, WV 26506

5b. The Colorado Partnership for Educational Renewal is engaged in a complex assessment project involving six universities and 12 school districts. The "empowerment evaluation" approach they use is consciously designed to assess what impacts are taking place at the local partnership level, as well as at the statewide Colorado Partnership level (Kozleski et al., 1997). Research teams have used a "portraiture" process to develop in-depth case studies of four of the partnerships, drawing on data from:

- an activities log detailing all activities associated with the partnership over the year.
- focus group interviews of key stakeholders, including teachers, students, and administrators at school and university levels, as well as parents. Interviews were conducted by teams from another partnership site who were trained in interview techniques.
- surveys, to get a broad base of information from a range of stakeholders.
- classroom observations, using the Stallings Observation System, which were conducted to compare classroom interactions with and without preservice teachers in the room. Other qualitative data were also collected.

At the Colorado Partnership level, these data from the four sites have been combined to create a snapshot of what is happening at the partner school sites, to look for evidence of implementation of the four functions of professional development schools and other benchmarks, and to assess the Colorado Partnership's impact on simultaneous renewal efforts (Colorado Partnership for Educational Renewal, 1997; see also Boland, Chandler, Kozleski, and Sueltz, 1999).

For more information, contact:
Cori Mantle-Bromley
Colorado State University
School of Education
Fort Collins, CO 80523-1588

5c. The Teacher Education Initiative (TEI), supported by the National Education Association (NEA), is in the middle of a five-year, longitudinal "Seven-Site Replication Study of Teacher Preparation," which focuses on the impacts of TEI partnerships from the perspectives of multiple stakeholders: P-12 students, parents, mentor teachers, preservice teachers, school administrators, superintendents, university faculty and administrators, and local teacher associations.

While TEI encourages local, context-specific adaptation of the research design, the study relies on several common surveys, interview and case study protocols, and archival data sources to facilitate cross-site comparison. Data from interviews, focus groups, participant narratives, and surveys (including comparative longitudinal career data on TEI preservice teachers and traditional program preservice teachers), as well as archival data, have been gathered since 1995. Data collection instruments are included in the evaluation manual developed by Ross and Howze (1995) for the study.

The study focuses on participant perceptions of changes in teacher preparation and how well the nine TEI "Guiding Principles," which undergird TEI partnership work, are being implemented. The principles are organized around the following topics: partnerships, leadership roles, evaluation and dissemination, professional preparation and development, external systemic change, internal systemic change, technology, equity and diversity, and teaching and learning. Since the study's inception, there have appeared a number of related articles and papers, which discuss the overall project (Pines, Seidel, & DiTrani, 1998), as well as activity and outcomes reported by the sites (Carnes & Boutte, 1998; Harriman, 1998; Loving et al., 1997; Wiseman, Ross, & Rakow, 1998).

For more information, contact:
Sylvia Seidel
Teacher Education Initiative
National Education Association
1201 16th Street NW, Suite 310
Washington, DC 20036

5d. The Houston Consortium for Professional Development and Technology Centers is a member of the Texas statewide network of Centers for Professional Development of Teachers (CPDT), originally known as Centers for Professional Development and Technology, established with state legislature appropriations in 1991 and 1992. It is an urban consortium of four universities, three school districts, and two intermediate school agencies. In 1992, the consortium began the process of designing and implementing a coordinated teacher preparation program specifically for prospective urban teachers. The program is based in professional development schools, involves significant use of telecommunications, and was implemented for all prospective teachers in the participating universities.

Evaluation of consortium program impacts on teacher education students and P-12 students incorporated multiple data sources, including surveys, classroom observation, state-mandated teacher candidate test scores, and state-mandated standardized criterion-referenced P-12 achievement tests. Among the reported results of evaluative studies, Houston, Hollis, Clay, Ligons, and Roff (1999) indicate: (a) 43% of PDS teachers believed that their involvement in the program had produced positive differences in their teaching; (b) observations of teacher candidates and review of state certification test scores revealed that candidates taught differently and made higher scores than a comparison group, and (c) overall, achievement test scores of P-12 students increased after their schools became PDSs. Impacts documented by the Houston Consortium are included among data reported by Macy, Macy, & Kjelgaard in a 1996 state-sponsored evaluation of the CPDT network.

For more information, contact:
W. Robert Houston
Houston Consortium
Texas Center for University School Partnerships
University of Houston
Houston, TX 77204-2162

5e. The West Alabama Learning Coalition is a consortium of professional development schools, which includes five universities, two community colleges, and seven school districts. A distinguishing feature of the coalition, coordinated by the Truman Pierce Institute at Auburn University, is the goal of community and economic development, as well as simultaneous renewal of K-12 and college

and university education. These multiple goals are reflected in the development and implementation of the Coalition's evaluation plan. Partners include a broad spectrum of community and social service agencies and businesses, as well as public school and higher education personnel.

The evaluation design incorporates action guidelines committed to by each partnership within the Coalition, the purposes of the Coalition, Holmes Group principles, and the draft standards developed by the NCATE PDS Standards Project. Reed, Kochan, Ross, and Kunkel (1999) outline the thoughtful process involved in crafting the collaborative evaluation, which is intended to provide data useful to both individual sites and the Coalition as a whole, and articulate a set of eight underlying assumptions undergirding their evaluation design (See Chapter 6, Artifact O).

Among the notable features of the group's work are venues for sharing, in ongoing fashion, partnership progress with parents and community members; a guide or manual developed to facilitate collection of comparable cross-site data for site portfolios; designated evaluation contacts for each site; and evaluation training sessions conducted at semi-annual Coalition meetings.

The Coalition's evaluation system incorporates three phases of analysis, which reflect the three phases of PDS development articulated by the NCATE PDS Standards Project (Levine, 1998). Phase one focuses on structural considerations, phase two addresses process considerations, and phase three deals with identifying and describing outcomes. See Chapter 6, Artifact P, for an example of the objectives, questions to guide inquiry, examples of methods and strategies, potential data sources, and suggested designations of responsibility for phase three. Formative data are currently being collected for the first two phases. Gathered data will be used to assess the achievements of each site and the Coalition at the end of the first four-year cycle.

For more information, contact:
Frances Kochan
Truman Pierce Institute
Auburn University
Auburn University, AL 36849

5f. The Consortium for Initial Teacher Professional Development of Teachers uses federal (Eisenhower) monies and involves the Massachusetts State Department of Education, several statewide professional development organizations, and four school-college partnerships in an effort to develop and nurture innovative approaches to teacher education. The Consortium has three goals: (a) developing model teacher preparation programs, (b) influencing state policy on teacher preparation based on the field-tested models (and aligning them with other reform initiatives), and (c) supporting a network to improve teacher professional development. Three of the four school-college partnerships in the Consortium have developed professional development schools as their "model" teacher preparation program, and a key element of the initiative has been documenting these impacts as a way to think about influencing policy.

The three partnerships have been using the conceptual model and the impact documentation process steps outlined in the previous chapters of this book. Their preliminary research has identified more than a half-dozen structural and governance changes and a dozen "Column 3" changes (see Table 1) in the experiences of preservice teachers. They are using a variety of measures to assess "Column 4" impacts (see Table 1), including, some of the protocols included in Chapter 6 (see Artifacts A through H).

For more information, contact:
Lee Teitel
Graduate College of Education
University of Massachusetts-Harbor Campus
100 Morrissey Blvd.
Boston, MA 02125

5g. The Washington PDS/San Jose State University partnership is conducting impact assessment that focuses on equity in student achievement. Incorporating an approach known as "image-based research," the research team has worked on "telling the story" to multiple audiences through a variety of media, including videotape. Arguing that standardized achievement scores, presented alone, lead to bias in evaluating equitable gains in student achievement, the partnership draws on data from a variety of sources, including reading tests, running records, portfolios, district accountability instruments, and student/teacher interviews. One of the 20 pilot sites for the PDS Standards Project of the National Council for Accreditation of Teacher Education (NCATE), the collaborative is incorporating and integrating its data collection into the "Critical Attributes" framework of that study (Hollingsworth & Whitenack, 1999).

The work of the partnership is very much driven by conscious attention to ensuring academic and life success for the largely Latino children at Washington PDS. The current focus is on bilingual literacy, in Spanish and English; preparing preservice, beginning, and veteran teachers to successfully teach literacy in urban schools such as Washington; and developing strategies that recognize and confront the sociopolitical context in which teaching and learning occur. Empowering students and parents and encouraging them to take ownership and responsibility for literacy success is a feature of current activity. The "Research Buddies" program creates teams consisting of partnership faculty/researchers, students, and their parents who collect data designed to help develop greater parent involvement and measure growth in family support for children's education (See Chapter 6, Artifacts M and N).

For more information, contact:
Sandra Hollingsworth and David Whitenack
Washington PDS/San Jose State University
College of Education
One Washington Square
San Jose, CA 95192

5h. The Old Dominion University/Norfolk Public Schools partnership employs a collaboratively developed PDS research model, which is very heavily focused on tracking impacts on student achievement and behavior (Bowers & Evans, 1999). The model includes four strands: (a) enhanced student academic achievement; (b) effects of Consistency Management and Cooperative Discipline on discipline referrals; (c) teachers' beliefs about their schools; and (d) restructured preparation of teachers, counselors, and administrators. Data are being collected on student achievement and learning-related behavior and performance. Data sources include standardized test scores, state assessment standards for SCDEs and K-12 schools, discipline referrals, attendance, and honor roll participation. A 1998 evaluation report indicated significant reductions in discipline referrals, improvements in communications skills, and more positive teacher perceptions of school climate.

For more information, contact:
Rebecca Bowers and Donna Evans
Darden College of Education
Old Dominion University
Hampton Blvd.
Norfolk, VA 23529

CHAPTER 6
SAMPLE PROTOCOLS, QUESTIONNAIRES, AND ANALYTIC APPROACHES

This chapter includes sample artifacts drawn from the PDS research efforts described in Chapter 5. We include them for two reasons: the first is to allow interested readers to get a more complete sense of the range of ideas and approaches to data gathering and analysis that these research teams are using. Accordingly, the artifacts are organized under the heading of the research initiative that developed them.

The second purpose is to share some concrete examples of how researchers are trying to gather data on PDS impacts. We thank the authors of these documents for their willingness to share them, and we hope readers find the samples useful in stimulating ideas for data collection and analysis in their own partnerships. Some of the examples are draft documents, or works in progress; readers may wish to contact the research initiatives for more information. While the content of each artifact accurately reflects the original, some documents have been reformatted to accommodate printing constraints.

Massachusetts Consortium for Initial Professional Development of Teachers

The Consortium developed, with input from teacher educators at participating schools and colleges, a list of criteria related to what improved preparation of teacher education candidates might look like. After refining this list through two iterations of review by a variety of stakeholders at each partnership, the Consortium brainstormed potential sources of data. As participants began to use one or more data sources, they shared interview protocols and other sources and jointly developed some more quantitative measure to complement the observational and qualitative instruments in place.

Artifact A, Outcomes for Preservice Educator Preparation, became the basis for organizing much of the data collection. Artifact B, Data Sources, details the range of sources the Consortium tried to bring to bear on assessing these outcomes. Artifact C, Potential Sources of Data, presents a grid developed by the Consortium to maximize the potential data sources for each item. Consortium members used the outcomes to shape observation and interview protocols. For ex-

ample, note the manner in which questions put to mentor teachers about interns parallel the outcomes categories in Artifact D, Cooperating Teacher/Mentor Teacher Survey. Similarly, when Paul A. Dever School/Lesley College faculty conducted follow-up observations and interviews of their graduates, they used the same categories but found that it was better to put the set of questions about practice first (See Artifact E, Cohort 1 Interview Protocol). Each partnership was asked to think about long-term local plans for documentation. Artifact F, University of Massachusetts, Amherst/Springfield Public Schools, illustrates one such plan. In addition, the Consortium brainstormed potential audiences, local, state, and national, for its research findings (See Artifact G, Plans for Sharing Massachusetts Consortium Findings).

ARTIFACT A
Massachusetts Consortium for Initial Professional Development of Teachers
Outcomes for Preservice Educator Preparation: Criteria for Determining If Teacher Education Graduates Are Well Prepared

A—Attitudes

1-teaching and learning
2-expectations of kids
3-how kids learn best
4-role of the teacher in accommodating diverse learners
5-goals of education (e.g., selecting and sorting vs. teaching & learning)
6-urban schools (demystifying, etc.)

B—Professional relationships

1-supporting a collegial and learning culture
2-sharing practice through peer observation, mentoring, and discussion of teaching
3-taking leadership roles (outside the classroom)
4-understanding school culture
5-comfortable in whole-school setting

C—Teaching and learning practice

1-subject matter expertise
2-understanding motivation of kids
3-pedagogical concepts and constructs
4-repertoire of skills for classroom management, maintaining momentum, etc. that accommodate and respond to diverse learners
5-constructivist and inquiry-based approach
6-team teaching and team learning, etc.
7-assessment of student learning

D—Reflection and continuous professional development

1-reflective practitioner (individually and collaboratively)
2-resilient (maintain convictions and focus in face of adversity)
3-continued learning about teaching, subject, and motivation of diverse learners
4-able to self-assess teaching

ARTIFACT B
Massachusetts Consortium for Initial Professional Development of Teachers
Data Sources

When the criteria list was accepted by all site stakeholders, we turned our attention to finding sources of data to help document what impacts the programs were having along these criteria. The sources had to be credible to stakeholders, manageable within the constraints of participants' time, and had to provide multiple perspectives on these criteria. The data sources are described below.

Preservice Teacher Interviews

The preservice teachers themselves can be a good source of information, especially about their attitudes and views of their own knowledge and skills in each of the other areas. Their perspective can be tapped at several points early on in the program, mid-way into the first year of teaching, near the conclusion of the program, and after graduation. Springfield Public School /Univeristy of Massachusetts at Amherst 180 Days Program did formal taped exit interviews with each graduate at the end of the first year (July 1997). Although these interviews predated the development of the criteria outlined above, the transcripts were coded to find useful information pertaining to the common framework. Paul A. Dever School/ Lesley College used the criteria to design a follow-up interview and observation protocol for use with 1997 graduates mid-way through their first years of teaching. Worcester Public Schools/Clark University used focus groups with their 1997 graduates, also tailoring questions to the agreed on criteria categories. In addition, one of the Massachusetts Department of Education (DOE) coordinators, with input and approval of the sites, developed a survey questionnaire for graduates along the same lines, with some standardized questions that could be more readily quantified.

Preservice Teacher Reflective Writing

This proved to be another good, and relatively easy, way to get data during the PDS year. Dever/Lesley designed a series of writing prompts that helped students reflect and focus on important areas of their preparation. These "freewrites" in seminars or as homework assignments were collected and provided important insights, especially into how attitudes were shaped overtime. In addition, they served as helpful reflective prompts and class discussion triggers.

Preservice Teacher Portfolios

This represents a good example of a cost-effective source of data, using something that would be taking place anyway. Because students are asked to draw on a wide range of experiences and documentation, their portfolios become a good source of data on a variety of measures. Worcester/Clark has discussed incorporating the agreed-upon criteria into the guidelines for the portfolio.

Pupil Interviews, Writing, or Focus Groups

Pupils are an often untapped source of information that provides a valuable and unique perspective on teaching approaches and attitudes. Although not done systematically for all of the categories above, Springfield/UMass Amherst interviewed children about the impact of the Legacy Projects, an after-school community service-learning program.

Cooperating Practitioner/Administrator Observations

Since these observations would be taking place anyway, participants can collect data in a way that does not require added work. In fact, using the desired outcomes as a guide can help focus observations, helping observers look for desired features listed as part of teaching and learning practice and making the observations more useful data sources. Data from observations can be collected through focused observation sheets or through individual or group interviews.

University Faculty Observations

The rationale for and approach to university faculty observations are comparable to those of the cooperating practitioner/administrator observations described above.

Archival Data

These data include information that is available without any extra work. In Massachusetts, at the time of this writing, teacher education students were required to take state subject area competency tests, which can be one source of data on subject area mastery. Records kept on peer coaching or "rounds" can help document the "sharing practice" subcategory of Artifact A, and evidence of leadership roles outside of classrooms (e.g. Legacy Projects) can be used to document the leadership subcategory.

Administrators & Teacher Observations of New Hires

This follow-up work in the schools employing graduates is being done by a DOE coordinator who, again guided by the desired outcomes criteria, developed a survey instrument and interview protocol.

ARTIFACT C
Massachusetts Consortium for Initial Professional Development of Teachers
Potential Sources of Data

The grid below maps outcomes for preservice teachers with potential data sources.

	Preservice Teacher Interviews	Preservice Teacher Reflective Writing	Preservice Teacher Portfolios	Kids' interviews, writing, or focus groups	Cooperating Practitioner\Administrator Observation	Univ. Faculty Observations	Archival data	Observations of administration & teachers in hiring school	Other
A. Attitudes									
1. teaching & learning									
2. expectations of kids									
3. how kids learn best									
4. role of the teacher									
5. goals of education									
6. urban school									
B. Professional Relationships									
1. collegial culture									
2. sharing practice									
3. leadership roles									
4. school culture									
5. comfort w/whole school									
C. Teaching and Learning Practice									
1. subject matter expert									
2. understand motivation									

	Preservice Teacher Interviews	Preservice Teacher Reflective Writing	Preservice Teacher Portfolios	Kids' interviews, writing, or focus groups	Cooperating Practitioner/Administrator Observation	Univ. Faculty Observations	Archival data	Observations of administration & teachers in hiring school	Other
3. pedagogical concepts									
4. repertoire of skills									
5. contructivist									
6. team teaching									
7. assess student learning									
D. Reflection and continuous professional development									
1. reflective practice									
2. resilient									
3. continued learner									
4. self-assess teaching									

ARTIFACT D
Massachusetts Consortium for Initial Professional Development of Teachers
Cooperating Teacher/Mentor Teacher Survey

We are gathering information about typical and immersion teacher preparation programs, including the one with which your school has been associated. Your responses are completely confidential and will only be reported as an aggregate so that individual responses cannot be identified.

Thank you for taking the time to complete this survey.

Section 1 - The Teacher Preparation Program

Note: "Typical student teaching program" refers to a half or full practicum (usually 8-13 weeks) as offered by most colleges and universities. This leads to a **provisional certificate with advanced standing. "Immersion teacher preparation program"** refers to a year-long school-based program such as the **180 Days** program. Completion of both the **student teaching and clinical** teaching portions of this program leads to **standard certification.**

The program with which the student teacher/ intern working with me has been involved is

___ an undergraduate program
___ a graduate program
___ a "typical" student teaching program
___ an immersion teacher preparation program

I have worked with this student teacher/ intern

___ as a cooperating practitioner for the student teaching portion only
___ as a cooperating practitioner for the clinical teaching portion only
___ as a cooperating practitioner for both the student teaching and clinical teaching portions
___ in another capacity: (define)

Please continue!

Feel free to add comments whenever you'd like.

Please use the following scale to indicate the extent of your agreement or disagreement with each statement:
1=strongly disagree 2=disagree 3=not sure 4=agree 5=strongly agree

After completing this teaching preparation program, I feel that my student teacher/ intern is now well prepared to:

	Strongly Disagree				Strongly Agree
maintain a positive attitude toward teaching	1	2	3	4	5
set and maintain high expectations for all students	1	2	3	4	5
use a variety of teaching strategies	1	2	3	4	5
meet the diverse needs of the students	1	2	3	4	5
implement the MA Curriculum Frameworks	1	2	3	4	5
be sensitive to ethnic and cultural differences among students	1	2	3	4	5
include special education students	1	2	3	4	5
support a collegial and professional school culture	1	2	3	4	5
work cooperatively with colleagues	1	2	3	4	5
take leadership roles outside the classroom	1	2	3	4	5
understand the culture of a school	1	2	3	4	5
be comfortable throughout the school (in various settings)	1	2	3	4	5
teach knowledgeably as a subject(s) area expert	1	2	3	4	5
motivate students effectively	1	2	3	4	5
use different kinds and methods of teaching as needed	1	2	3	4	5
manage classroom activities	1	2	3	4	5
deal effectively with discipline problems	1	2	3	4	5
use technology as a tool for teaching and learning	1	2	3	4	5
use inquiry to improve teaching and learning	1	2	3	4	5
teach as part of a teaching team	1	2	3	4	5
use multiple forms of assessment to evaluate student learning	1	2	3	4	5
interact with his/her students' parents in meaningful ways	1	2	3	3	5
reflect upon his/ her practice	1	2	3	4	5
be resilient ("bounce back") after a difficult time	1	2	3	4	5
continue to develop professionally	1	2	3	4	5

What do you think is the greatest strength of this teacher preparation program?

How would you improve this teacher preparation program? (Please describe a specific aspect of the program you would change.)

___ Next year I plan on teaching in a different school.
___ I plan on leaving teaching after this year and doing something else.
___ I plan on teaching professional development activities in the next two years.
___ I plan to work with teacher preparation programs in the next two years. If yes, list activities.

Which of the following describes your future plans?

___ I definitely plan to be teaching five years from now.
___ I hope I will be teaching five years from now.
___ I may be teaching five years from now unless I find something better to do.
___ I definitely plan on not teaching five years from now.
___ I plan to be involved in teacher preparation programs five years from now as a mentor/cooperating practitioner.
___ I plan on teaching teacher preparation at the college level five years from now.

BACKGROUND INFORMATION

At what grade level are you currently teaching?

___K-primary grades
___upper elementary grades
___middle school
___high school

If you teach in a specific curriculum area(s), please indicate it (them) below:

What is your certification level?

___Provisional with advanced standing
___Standard

In what area(s) are you certified?

What is your age bracket?

___21-24 years old
___25-29
___30-34
___35-39
___40-45
___45-50
___50 and older

What is your gender?

___male
___female

What is your ethnic/racial group?

___African-American
___Cape Verdean
___Hispanic
___Other _____
___Asian
___Caucasian
___Native American

Thank you so much for your time and effort!

Mentor Teacher Survey-Ann Barone 6-8-98
New Teacher Survey- M. Fonseca 11-26-97

ARTIFACT E
Massachusetts Consortium for Initial Professional Development of Teachers
Paul A. Dever School/Lesley College Program Documentation
Cohort 1 Interview Protocol
Fall, 1997

Practice

Tell me about a teaching experience this year that went really well.

probes:
What was your teaching approach?
Talk about other teaching strategies you've tried.
How did you assess student learning?
Do you have the same comfort level with other disciplines?

Attitudes

What were your expectations for the students in this lesson?

probes:
Generalize to the broader expectations for students.

How do you think children learn in your classroom?

probes:
Is that your ideal?
How would you change this?

Describe your school.
How is it different/same from the Dever?
What is the ethnicity of the faculty?
(Reminder: Ask for demographics from the office.)

Relationships

Describe the culture among the teachers in your school.

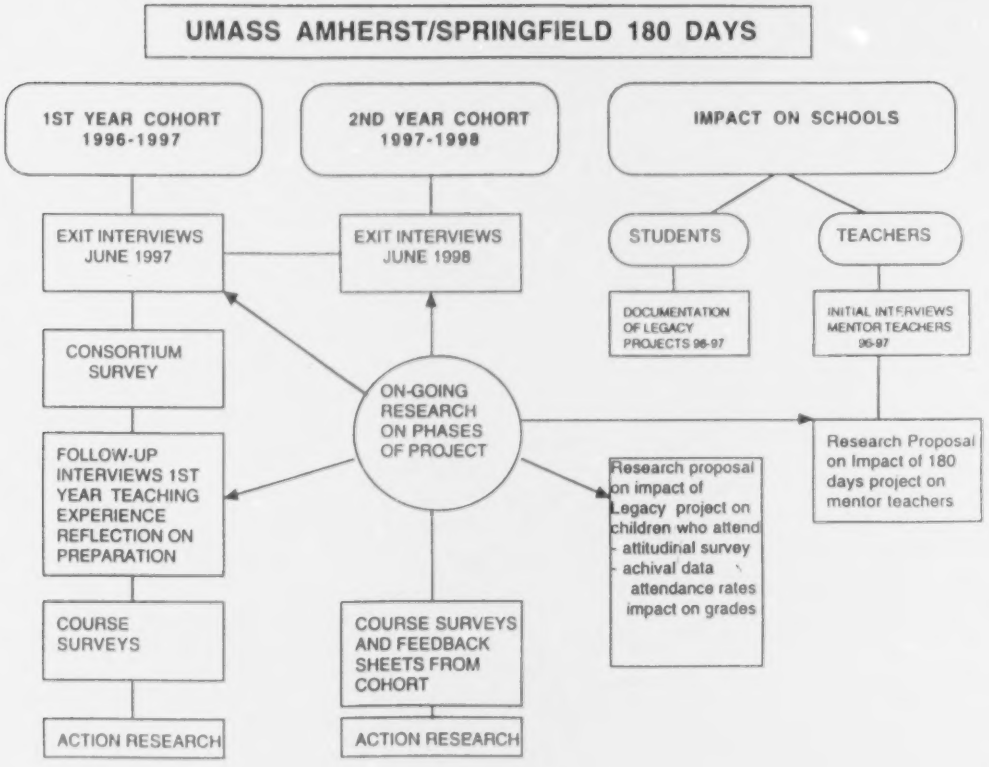
probes:
How do teachers interact with one another and with administration?
How are decisions made?
Talk about their experience team teaching.
Talk about their perceptions of how other teachers receive them.

What roles outside of the classroom have you assumed?

Reflective Practice/Professional Development

What challenges have you encountered as a first-year teacher?
What was your worst disaster? How did you cope with it?
As they think ahead, what plans do they have to stay abreast professionally?
Are they talking to other people about their teaching? Explain.
(Reminder: Ask for journals and portfolios.)

ARTIFACT F
University of Massachusetts-Amherst/ Springfield Public Schools
UMASS/Springfield Flow Chart


UMASS AMHERST/SPRINGFIELD 180 DAYS
1ST YEAR COHORT 1996-1997
2ND YEAR COHORT 1997-1998
IMPACT ON SCHOOLS
EXIT INTERVIEWS JUNE 1997
EXIT INTERVIEWS JUNE 1998
STUDENTS
TEACHERS
DOCUMENTATION OF LEGACY PROJECTS 96-97
INITIAL INTERVIEWS MENTOR TEACHERS 96-97
CONSORTIUM SURVEY
ON-GOING RESEARCH ON PHASES OF PROJECT
FOLLOW-UP INTERVIEWS 1ST YEAR TEACHING EXPERIENCE REFLECTION ON PREPARATION
Research proposal on impact of Legacy project on children who attend
- attitudinal survey
- achival data
attendance rates
impact on grades
Research Proposal on Impact of 180 days project on mentor teachers
COURSE SURVEYS
COURSE SURVEYS AND FEEDBACK SHEETS FROM COHORT
ACTION RESEARCH
ACTION RESEARCH

ARTIFACT G
Massachusetts Consortium for Initial Professional Development of Teachers
Plans for Sharing Massachusetts Consortium Findings

In addition to presentations at local and national conferences, the Consortium participants have worked hard to share their findings with local and statewide stakeholders in impactive ways. In November 1998, as a group, along with other Consortium members, PDS faculty presented their impact findings to date, to a representative of the Massachusetts Commissioner of Education.

Presentations are also planned to a variety of audiences including:

- members of the collaborative
- other faculty/administrators in school or district
- other faculty/administrators in college or university
- area college consortia (e.g. Worcester group, or Boston higher education partnership)
- other interested groups at school or college (e.g., Carnegie Committee in Springfield)
- school committee
- school site councils
- unions
- parents, other school level stakeholders
- state legislators
- state department of education
- professional journals, organizations

Strategies

As the Consortium moves forward in sharing findings, some guiding strategies have been discussed.

- Think about what information is credible for the audience.
- Think of what forum to engage them (preferably early on) with your findings.
- Develop different versions of report of data, tailored to different audiences and using different media.
- Use existing ways to get information out—get on agendas of existing groups, use superintendent's TV show, newsletters, etc.
- Generate interest—tease people with short summaries of interesting findings in places where you can invite responses.
- Keep connected to decision makers, so what you do has impact.

ARTIFACT H

Massachusetts Consortium for Initial Professional Development of Teachers

Clark University-Worcester Public Schools K-16 Collaborative

First Year Teacher Study

Please answer the following questions as completely and honestly as you can. The information that you provide will help us to understand and assess the impact of our teacher education programs. Although you responses will be used as data to report to funding agencies, neither your name nor identifying information will be used without your explicit permission. If you have any questions, please call either Tom Del Prete or Maureen Reddy.

1) What are you expectations for the children in your class? In answering this question, you might want to consider the following; your role in fulfilling these expectations, the role of the school in general, how the child's home and family impact your expectations, and what you hope the children will learn.

2) What is your model of an ideal professional culture? Please describe the professional atmosphere in your school and think about what, if anything, you would change to make it better match your ideal. Consider things such as whether teachers work together and the impact of the school culture on teachers.

3) Describe a teaching experience this year that was very successful. What went into making it a success? As you answer these questions, please think about what, in your opinion, are the criteria for successful teaching and learning.

4) Describe something that you tried in your class that did not go as planned. How did you recover form it? How will this experience impact your teaching in the future?

5) If you have taken part in any professional development activities or if you have any planned for this year, please describe those activities.

Benedum Collaborative

More than 400 elementary and secondary school students in Benedum PDSs were interviewed individually and in 3-5 member focus groups in the initial stages of the PDS Impact Assessment Study. Artifact I provides the set of core questions used across all interviews to elicit students' perceptions about their learning opportunities and descriptions of their school experiences as they related to the collaborative's guiding PDS belief statements (Webb-Dempsey, 1997, pp. 277). Interview findings helped to generate student survey items employed later in the process. (See Teacher Education Research Group [1999]) for survey items, data analysis, and discussion of the study's design.) Three artifacts are included from this study: an elementary student survey (Artifact J); a high school student survey (Artifact K); and a School Climate Educator Survey (Artifact L), designed to assess perceptions and attitudes of teachers about their schools.

ARTIFACT I
Benedum Collaborative
Core Questions: K-12 Student Interviews

- How do you feel you learn best? How do you know that is how you learn best? Do you have opportunities that encourage you to learn that way in school?

- What do you like to learn about in school? What's the best way for you to learn about that? Do you have opportunities to learn that way in school?

- What do you do that makes you feel successful? Do you have opportunities to feel successful in school? What happens in school to make others feel successful?

- What kinds of decisions/choices do you make about your learning? What kinds of decisions/choices are you involved in at your school?

- How are people in your school different from one another? Are students treated differently because of their differences, if so, how? Are people's differences respected?

- Is there anything about your experiences at school that I haven't asked you about that you think I should know?

ARTIFACT J
Benedum Collaborative
Elementary Student Survey

Age: _____ Grade:_____ Gender: Male/Boy_____
Female/Girl_____

Ethnicity: (check one)

_____White, not Hispanic origin
_____ Hispanic, Chicano, Latino
_____ American Indian
_____Black, African American
_____Asian, Pacific Islander
Other (describe)
_____

1. I learn best when:

_____

2. I learn best then because:

_____

3. My parents learn when:

_____

4. I know my teacher(s) are learning new things when:

_____

5. Things that happen in school that help me learn are:

_____

6. Things that happen in school that do not help me learn are:

_____

7. The best lesson a teacher ever taught me was:

_____

8. In school I get to make choices about:

_____

9. To me, a successful student is:

_____

10. Check the answer that describes you best and complete the sentence

____I am a successful student, because:

_____

____I am not a successful student, because:

_____

11. Check the answer that describes you best and complete the sentence:

_____I am a good student. I know that I am a good student because:

_____

_____I am an average student. I know that I am an average student because:

_____

_____I am not a good student. I know that I am not a good student because:

_____

12. Check the answer that describes you best and complete the sentence:

_____I think I can change the kind of student I am. I feel that way because:

_____

_____I do not think I can change the kind of student I am. I feel that way because:

_____

13. My teacher(s) think it is important to:

_____

14. In my school, it is important to:

_____

I know my teacher(s) think that is important because:

_____

15. In my school, it is important to:

_____

I know that it is important because:

_____

16. Check the one that best fits and finish the sentence:
_____I think people in this school treat each other with respect

because:

_____

_____I do not think people in this school treat each other with respect

because:

_____

17. Check the answer that best fits and finish the sentence:
_____I like having WVU university students in my classroom

because:

_____

_____I do not like having WVU university students in my classroom

because:

_____

18. Having WVU students is (Check One)
_____the same _____different from having my regular teacher.

Describe how it is the same or different:

_____

19. What I like most about using the computer is:

_____

20. **Here is a list of many different things people can do to learn. Check the ones that you have done at school this year. Think about whether you liked doing these things or did not like doing these things. Draw a happy face or a sad face beside the ones you checked to show which ones you like doing and which ones you did not like doing.**

_____field trip
_____reading a book
_____watching a video
_____listening to someone read a book
_____computers
_____writing
_____role play
_____working with partners
_____working by myself
_____working with groups
_____guest speakers
_____drawing
_____listening to music
_____making music
_____dancing
_____singing
_____PE
_____tests
_____doing "real" things
_____doing worksheets
_____experiments
_____presentations
_____guest performers
_____show and tell or sharing
_____working with students at other grades
_____stations
_____painting
_____displays
_____making collages

21. Check the one that fits and finish the sentence:
_____I am an author

because:
_____

_____I am not an author

because:
_____

22. Think about different kinds of writing, like letters, notes, journals, lists, and other things.

What kinds of writing do you like to do:

_____

23. Describe how you feel about writing:

_____

24. When I read outside school, I read:

_____

25. Check the ones that fit:

_____I read to my parents
_____I read to my brothers or sisters
_____I read to myself
_____I read to a friend
_____I read to my teacher
_____I read to other students
_____I do not read to anyone

Other people I read to are:

_____

Thank You for Your Participation!

ARTIFACT K
Benedum Collaborative
1997 East Fairmont Senior High School
Student Survey

This survey is intended to describe your perceptions of your experiences in your school. To help you think about those experiences we are asking two different kinds of questions. Some questions ask you to answer by circling the number of the response that best describes your experiences. Other questions are open-ended and ask you to write your responses in your own words. Your participation is entirely voluntary. Your participation, or lack of participation, will not have consequences for you or have any effect on your academic status. This information from this survey will be used to asses the kinds of experiences students in your school are having.

Age:_____ Grade Level:_____ Gender: (check) _____Female_____Male

Ethnicity: (check) _____White, not Hispanic origin _____Black, African American
_____Hispanic, Chicano, Latino _____Asian, Pacific Islander
_____American Indian Other (describe) _____

Academic Status: (check)
_____College Prep _____Vocational Prep _____Occupational Prep

Please responsd to each of the following questions by circling the response that is most descriptive of your experiences at East Fairmont Senior High School.

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

1.	My individual learning needs are provided for.	1 2 3 4 5
2.	I have opportunities to make the most of my abilities.	1 2 3 4 5
3.	I am encouraged to take responsibility for my own learning.	1 2 3 4 5
4.	I am encouraged to share my ideas about things I am learning with others.	1 2 3 4 5
5.	I have a variety of learning experiences.	1 2 3 4 5
6.	I am encouraged to think about how I learn.	1 2 3 4 5
7.	What I learn in school will be useful in my life outside school.	1 2 3 4 5
8.	Opportunities to learn are available at the school for my parents or guardians.	1 2 3 4 5

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

9. My parents or guardians meet with teachers or others at the school to discuss my learning.	1	2	3	4	5
10. My teachers learn new things that they use with students.	1	2	3	4	5
11. Having WVU student teachers in my classes is a positive factor in my learning experiences.	1	2	3	4	5
12. What I learn in school will help me in the future.	1	2	3	4	5
13. I have opportunities to be successful in a variety of ways in school.	1	2	3	4	5
14. Grades are only one indicator of my success.	1	2	3	4	5
15. I am a successful student.	1	2	3	4	5
16. My teachers expect me to be successful.	1	2	3	4	5
17. My teachers help me to be successful.	1	2	3	4	5
18. I expect myself to be successful.	1	2	3	4	5
19. I think I can change the kind of student I am.	1	2	3	4	5
20. I have opportunities in school to pursue my learning interests.	1	2	3	4	5
21. My experiences as a student in this school make me feel good about myself.	1	2	3	4	5
22. I am challenged to learn and grow in school.	1	2	3	4	5
23. I have opportunities to make choices about activities in my classes.	1	2	3	4	5
24. My parents or guardians are encouraged to be involved in important decisions at this school.	1	2	3	4	5
25. I have opportunities to have input into major decisions that affect school life.	1	2	3	4	5
26. I am encouraged to share my ideas with teachers and others in this school.	1	2	3	4	5
27. The community I come from is respected in this school	1	2	3	4	5

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

28. The cultural and racial background of students is respected in this school. 1 2 3 4 5

29. I am treated with respect by teachers in this school. 1 2 3 4 5

30. I am treated with respect by other students in this school. 1 2 3 4 5

31. I am treated with respect by the administrators, like the principal, in this school. 1 2 3 4 5

Please describe how you learn best.
What experiences do you have in school that encourage you to learn that way?

32. My teachers use various activities in their teaching. 1 2 3 4 5

33. I have teachers who use portfolio assessments. 1 2 3 4 5

34. I have teachers who re-teach material when students need help. 1 2 3 4 5

35. I have teachers who have used a Polaroid camera to assist with an activity. 1 2 3 4 5

36. I have WVU student teachers/observers. 1 2 3 4 5

37. My WVU student teachers/observers assisted with my learning experiences. 1 2 3 4 5

38. I have experiences in school that help me appreicate cultural differences. 1 2 3 4 5

39. I have experiences in school that help me appreciate the special needs of other people. 1 2 3 4 5

40. I have had access to computer technology in school. 1 2 3 4 5

41. I have had opportunities to use computer technolgoy in the majority of my classes. 1 2 3 4 5

42. I have had experiences in school that help me know about different kinds of workplaces. 1 2 3 4 5

43. I have had opportunities to explore career clusters. 1 2 3 4 5

44. I have had opportunities to explore different college majors. 1 2 3 4 5

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

45. I believe that what I learn in school is connected to what I will do after graduation.	1	2	3	4	5	
46. I have had experiences that have helped me gain skills related to a college major.	1	2	3	4	5	
47. My school experiences will be/have been helpful in making a decision about what I will do after graduation.	1	2	3	4	5	
48. I have thought of dropping out.	1	2	3	4	5	
49. I feel safe at this school.	1	2	3	4	5	
50. I feel the discipline at this school is fair.	1	2	3	4	5	
51. Overall, I am satisfied with my school experiences.	1	2	3	4	5	

Describe your thoughts about the classes offered at East Fairmont Senior High School (what is taught, how teachers teach, etc.) Are there other things you would like to see offered or other ways you would like to see classes taught?

Please describe what you think a succesful student is like, and why you think that.

Describe what helps you to be successful.

Please describe your plans after high school.

Please list the kinds of school experiences and/or opportunities you have had related to preparing for a job or college.

Describe how your school experiences and/or opportunities are preparing/ have prepared you to make decisions about your future.

Describe how your school experiences and/or opportunities are preparing/ have prepared you to pursue your plans after high school.

Please use this space to make comments or suggestions about either your experiences as a student at East Fairmont Senior High School or this survey.

ARTIFACT L
Benedum Collaborative
School Climate Educator Survey (SCES)

Much has been written of late about the reform of schooling practices. In examining these issues it is important to account for the perceptions of practicing educators who are most likely to be affected by change. The purpose of this survey is to collect opinions, perceptions and attitudes of practicing educators regarding the climate of their schools. Please respond to each item by circling the response that is most descriptive of your experiences in your school. We assure you that the information you provide will be treated confidentially. Please do not put any identifying marks on this questionnaire.

Please put the name of your school here:

_____

Please use the following scale to respond to the survey items

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

1.	The administration in my school encourages teachers to take risks.	1	2	3	4	5
2.	University faculty are involved in the development of my school's programs.	1	2	3	4	5
3.	At our school educational research is seen as hepful in informing long-range planning.	1	2	3	4	5
4.	Classrooms in my school provide opportunities for students to exercise choices in how they will learn.	1	2	3	4	5
5.	Collaborative planning is a regular practice in our school.	1	2	3	4	5
6.	My school has acquired additional money through grant-writing and other external sources.	1	2	3	4	5
7.	Faculty at my school have been guest lecturers in university/college courses.	1	2	3	4	5
8.	Guidelines for student behavior are developed without the input of classroom teachers.	1	2	3	4	5

Please use the following scale to respond to the survey items

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

9. The local school improvement council (LSIC) is an integral part of our school.	1	2	3	4	5	
10. In addition to regularly scheduled conferences, teachers in our school meet with parents to discuss student learning.	1	2	3	4	5	
11. The design of progress reports reflects my school's mission.	1	2	3	4	5	
12. Our school's local business partner is involved in our school activities.	1	2	3	4	5	
13. Teachers in my school participate in the decisions about teacher's assignments to duties outside the classroom.	1	2	3	4	5	
14. Teachers in my school make decisions about day-today practice based on the school's long-range strategic plan.	1	2	3	4	5	
15. The professional development activities available to teachers in my school are planned by central office administratiors.	1	2	3	4	5	
16. Our school uses non-traditional scheduling and grouping strategies.	1	2	3	4	5	
17. It is necessary for students to understand the reasons for instructional strategies in order for them to be successful.	1	2	3	4	5	
18. Facutly members have the opportunity to contribute to decision-making about how money is spent.	1	2	3	4	5	
19. Decisions about how money is spent are consistent with our school mission.	1	2	3	4	5	
20. Our school building is used by community groups when school is not in session.	1	2	3	4	5	
21. My school has good atendance at back-to-school nights and at other school sponsored community events.	1	2	3	4	5	

Please use the following scale to respond to the survey items

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

22. In my school teachers use educational research to develop teaching strategies.	1	2	3	4	5
23. University faculty are involved in the implementation of my school's programs.	1	2	3	4	5
24. School and university faculty are partners in the preparation of teachers and other educational professionals.	1	2	3	4	5
25. My school hosts preservice teachers in practicum placements.	1	2	3	4	5
26. Teachers in my school evaluate the performance of student teachers.	1	2	3	4	5
27. Faculty in my school attend conferences to learn new teaching strategies.	1	2	3	4	5
28. My school involves parents in curriculum development.	1	2	3	4	5
29. At my school teachers look forward to inservice events more as opportunities to socialize than as an opportunity for professional growth.	1	2	3	4	5
30. Families of the children who attend my school view it as a positive learning environment.	1	2	3	4	5
31. In my school teachers meet with students to discuss their learning.	1	2	3	4	5
32. Families at our school attend regularly scheduled parent-teacher conferences.	1	2	3	4	5
33. When faced with a mandate (state, county), our school takes a proactive stance on how it will be implemented.	1	2	3	4	5
34. Faculty at my school use newsletters or phone calls to maintain school-family communication.	1	2	3	4	5
35. Faculty at my school teach in university/college courses.	1	2	3	4	5
36. Volunteers assist in my school.	1	2	3	4	5

Please use the following scale to respond to the survey items

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

37. Students in my school are active learners.	1	2	3	4	5
38. Remedial programs and other support services are available at my school for students who are not experiencing success.	1	2	3	4	5
39. Instructional groups at my school are based on student achievement.	1	2	3	4	5
40. Administrators in my school are committed to enhancing their professional knowledge and skills.	1	2	3	4	5
41. The curriculum at my school reflects sensitivity to many cultures.	1	2	3	4	5
42. Students at my school expect to do well.	1	2	3	4	5
43. Teachers at my school enjoy teaching.	1	2	3	4	5
44. The principal at my school is accessbile to staff members who are experiencing difficulty.	1	2	3	4	5
45. The PTA/PTO at my school is active.	1	2	3	4	5
46. At my school conflicts among the faculty are openly discussed in order to encourage resolution.	1	2	3	4	5
47. Faculty at my school have helped design university/college courses.	1	2	3	4	5
48. Teachers in my school participate in developing the agenda for faculty meetings.	1	2	3	4	5
49. Teachers in my school participate in the process of hiring new staff members.	1	2	3	4	5
50. Parent volunteers participate in and assist with classroom instruction.	1	2	3	4	5
51. Teachers in my school participate in the professional evaluations of administrators.	1	2	3	4	5
52. Families are enocuraged to be involved in important decisions at my school.	1	2	3	4	5

Please use the following scale to respond to the survey items

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

53. Teachers at my school collaborate about students and their learning needs. 1 2 3 4 5

54. My school has good relationships with the community. 1 2 3 4 5

Thank you for completing the survey. Please feel free to offer any comments or suggestions.

Please answer the following questions about yourself so that we can better interpert survey responses. Thank You.

How many years have you taught? _____

How many year have you taught at this school? _____

Describe your role in the school, inculding the grades and subjects you teach. (Ex. Chapter 1 Reading (K-6), Math (7&8), Itinerant Art (1-6), Assistant Principal)

_____

What is the highest degree you currently hold?

_____Bachelors _____Masters _____Masters +45 _____Doctorate

Are you currently pursing any degree or certification program?

_____No _____Yes: Please specify _____

Washington PDS/San Jose State University

Washington PDS/San Jose State University (SJSU) has taken an innovative approach to developing multiple assessments of student success. In Artifact M, "Questions for Parents," researchers ask parents what sucess for their child would mean for them. Faculty also have developed a matrix that charts the desired outcomes for the PDS against possible data sources. Artifact N lists the six research questions across the top of the chart: measuring students' reading and bilingual progress and the school's image, as well as assessing attempts to broaden leadership, improve the student teaching program, and use data to improve writing instruction. On the vertical axis, they cite about a dozen data sources for each question. And while the acronyms and shorthand abbreviations will not provide specific detail to someone not familiar with the collaborative, the chart represents a powerful example of creative use of multiple data sources to inform issues achievement and progress.

ARTIFACT M
Washington PDS/SJSU Questions for Parents

1. Tell us about your family (and your community). How important is the Washington School to your family?

2. What is your son/daughter really good at doing?

3. What does he or she need help with?

4. Did you know there is a partnership between San Jose State University and Washington Elementary School called a Professional Development School?

5. We are trying to help teachers do a better job of teaching students to read and write. Do you think that is important? Explain.

6. Do you want your child to learn to read and write in Spanish or English or both?

7. How well do you think you child can read/write now?

8. Do you (or other relatives) help him/her learn to read at home? How?

9. How can the school better assist your child?

10. Do you have questions for us?

Could I take some pictures of your home and family?

Social Security # _____ Date _____

ARTIFACT N
Washington PDS/San Jose State University
Data Sources for Research Questions

BASRC----------NCATE

1. Students' Reading Progress	2. Students' Bilingual Progress	3. School Image	4. Broadening Leadership	5. Student Teaching Program	6. Using Data to Improve Writing Instruction
Sat 9	ALA Program	Media Examples	MA Program Impact	ST Focus Group	Literacy Staff Development
SABE	End of Unit Assessments	Physical--Dedication, Youth Center	Action Research Examples	MT Focus Group	Al's Interviews
HB Tests	SOLOM	Parents Focus Group	Marketplace Demos	Classroom Observations	Release Time
Letter Names; Readiness	QIA (for LAS oral)	Governor's Visit	PDS Survey	Lesson Plans	Survey for Faculty
Sight Words	LAS O/R/W	Academic Progress	What can I do? Dis. notes	Pre-post Conferences	Peer Visits
Rhyme Lists; Phonics Survey	Transition Moves	District Notes of Recognition	Level of Participation	Graduate Survey	Janis' MA
ELIC/LLIFE Staff Dev. Records	Regular Reading Progress	Critical Friends Visit	Design Team Meeting Tapes	Orientation for Mts & Sts	District Writing Assessment
Technology: Acc. Reader/ Star	Redesignation District's R-30 Report	SSC/SAC/ BAC Minutes/ Agenda	Research Buddies Focus Group		Janis' Demos
Student /Teacher Interviews	Edythe's MA ELD as regular prog.	Family Literacy Days	Grade Level Meetings on Literacy		MA Action Res. Presentations
Perceptions & Realities	Scholastic Exit Tests	Res. Buddies Home Visits	Principal Training on Assessment		Beginning Teacher Meeting Notes
Instructional Reading Level Changes	David's Interviews on Biling. Prog.	Criteria for Not Choosing SFA	Math Teacher Leadership (Paulette & Melitta)		NCATE Self Study
Janis' Reading Level Assessment		NCATE Visit	PE Teacher Leadership (PQR Comp.)		Literacy Learning Logs
Reading Obs./Runn. Recs.		Community Partnership Records			

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1. Students' Reading Progress	2. Students' Bilingual Progress	3. School Image	4. Broadening Leadership	5. Student Teaching Program	6. Using Data to Improve Writing Instruction
Reading Buddy Portfolios		Requests to Showcase PDS			
District Acct. Matrix		Playground Redesign			
Instructional Observerations		Community Coalition			
Dist. L.A. Standards					
San Diego					
PE/Health					

West Alabama Learning Coalition

Like several other initiatives discussed in this chapter, the West Alabama Learning Coalition has designed a research approach that works across the collective but also works locally, for each partnership. Artifact O, "Assumptions Underlying the Evaluation Design" outlines the working assumptions guiding the Coalition's research efforts. The Coalition has a three-phase evaluation system, which maps onto the three stages of PDS development articulated by the PDS Standards Project. Artifact P outlines steps in the third phase of evaluation.

ARTIFACT O
Assumptions Underlying the Evaluation Design

The underlying assumptions that have guided the design of our system, and which are potentially of value to others as they design systems of their own, are:

1. While there must be a common set of indicators within an evaluation system, context must be a consideration in determining what should be assessed and how. Latitude must be given to enable the participants to focus on individual partnership goals and objectives, while at the same time recognizing the need for common standards and for equivalent data to be collected from each partnership within the Coalition. There must be a blending of flexibility and rigor in order to produce credible data on professional development schools.

2. When creating systems of evaluation, one must remember that different audiences have different needs. Consequently, there should be a combination of both qualitative and quantitative measures within the evaluation design.

3. The evaluation process should be ongoing and include efforts to document process initiatives; examine organizational, structural, cultural, and instructional changes; identify and measure intended outcomes; and consider impacts to date.

4. At least one person should be designated as responsible for coordinating data collection and organization for each PDS site, and guidelines should be developed to guide the process. This helps to clarify responsibility, offers consistency, and improves communication.

5. Evaluation systems should include all PDS participants in determining goals, identifying data collection processes and materials, analyzing data, and using data to make decisions. Such involvement helps to ensure commitment to the effort and develops an understanding and appreciation for the evaluative process.

6. The evaluation process should encourage partnerships to acquaint themselves with and examine overall PDS purposes and general quality standards. A goal of PDS evaluation should be to facilitate reflection and dialogue about how well the PDS is accomplishing its purposes and measuring up against the set of established indicators.

7. The evolving nature of the PDS must be considered within the design. Building in mechanisms for feedback loops is an important way to help each partnership develop and maintain their capacity for change.

8. Involvement in the PDS evaluation process should focus upon building the individual and organizational capacity needed to transform systems, programs, and relationships.

ARTIFACT P
West Alabama Learning Coalition

Phase Three: Identification and Description of Outcomes

Objectives	To identify and describe the outcomes, both intended and unintended, of the PDS project
Questions	1. What evidence is there that the quality of preservice teacher education has been improved? 2. What evidence is there that the PDS has helped to provide opportunities for continuing education for all? 3. What evidence is there that collaborative inquiry was conducted? 4. What evidence is there that the PDS provided an exemplary education for all students? 5. What evidence is there that the PDS provided avenues for the development of collaborative learning communities? 6. What other outcomes or unintended outcomes resulted from the PDS experience?
Method/Strategies	Surveys Focus Groups Interviews
Data Sources	All PDS participants Course assessments on preservice teachers Teaching portfolios Student grades and/or portfolios Artifacts such as letters of commendation or thanks Any other data brought forth or created through the research
Who is Responsible?	All PDS participants Evaluator responsible for encouraging research and conducting/analyzing focus groups

Source: Reed et al. (1999)

A final artifact (Artifact Q) illustrates the ways some research initiatives have chosen to look at intermediate measures, organizational changes and signs of institutionalization, as part of the process of assessing progress toward anticipanted outcomes for students, preservice educators, and others. Readers interested in this, drawn from Teitel, Reed and O'Connor (1998), may also wish to look at the Threshold Conditions of the PDS Standard Project of the National Council for the Accreditation of Teacher Education (Levine, 1998).

ARTIFACT Q
Institutionalization Focus Questions

1. Background information
   - size of teacher preparation program
   - relative proportion of students and faculty involved in PDS
   - roles of school and university-based faculty in PDS
   - changes in numbers or roles over the last few years
   - involvement of faculty from other university units

2. What is happening? What are signs of institutional change at your site?
   A. At the college or university (partial list)
   - modification of courses or programs to better draw on practice
   - involvement of school-based faculty in planning and teaching courses
   - shifts in accountability and responsibility for student teacher evaluation
   - change in reward structures to support and encourage involvement with PDS
   - changes in attitudes at college about schools and the role of practice
   - different approaches to governance that draw in school-based personnel

   B. At the school (partial list)
   - involvement of college-based faculty in planning and teaching courses
   - increased sense of ownership of K-12 student learning by college faculty
   - greater school-based faculty responsibility for student teachers
   - changes in numbers of teachers and students involved in PDS
   - different approaches to governance that draw in college personnel
   - changes in reward structures to support and encourage involvement with PDS
   - increases in inquiry/reflective practice

   C. At the collaborative level (partial list)
   - changes in governance funding patterns
   - types of decisions being made by the Collaborative
   - number or types of people involved (from each institution)
   - new roles that span institutional boundaries
   - contracts, letters of agreement, mission statements (as evidence)
   - increased joint activities (research, study groups, etc.)

3. What do you hope will happen? The checklist above may or may not address the institutional changes you hope to see. What specifically do you hope for in the context of your situation?

4. What will it take to bring about the kind of changes you hope for?
   A. What do you see as the roadblocks?
   B. What is helping, or could help overcome those roadblocks?
   C. Who are the necessary players?

Source: Teitel, Reed, & O'Connor, 1998, pp. 55

CHAPTER 7
REFERENCES AND ADDITIONAL RESOURCES

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Additional Resources

This section highlights recent sources, most of which were not cited on the reference list, that (a) discuss principles of evaluation and assessment in PDS settings; (b) report findings from recent studies, which have evaluative dimensions, or (c) include instruments, protocols, or descriptions of impact documentation approaches.

Byrd, D. M., & McIntyre, J. D. (Eds.). (1999). *Research on professional development schools. Teacher education yearbook VII.* Thousand Oaks, CA: Corwin Press.

Contains reports on several studies examining a variety of issues and aspects of PDS development, implementation, and evaluation.

Clark, R. W. (1999). E suring that there really are clothes: Evaluating a PDS. In R. W. Clark, *Effective professional development schools* (pp. 203-238). San Francisco: Jossey-Bass.

The limitations of traditional approaches to evaluative research in assessing PDSs is discussed and an alternative conceptualization, as well as the general process that derives from it, are outlined. Includes examples of evaluations conducted at National Network for Educational Renewal sites.

Fleener, C. (1999, February). *Teacher attrition: Do PDS programs make a difference?* Paper presented at the annual meeting of the Association of Teacher Educators, Chicago.

This paper is an executive summary of the author's dissertation, winner of the 1999 ATE Distinguished Dissertation in Education Award. It reports results of a study that investigated attrition and retention rates of elementary teachers who graduated from a sampling of Texas

universities offering both PDS and non-PDS preservice programs. The author used descriptive and survival analysis procedures to analyze data collected over a three-year period.

Macy, D. J., Macy, S. J., & Kjelgaard, P. (1996). CPDT. Centers for professional development and technology. State-wide evaluation study. Final summary report. Wills Point, TX: Macy Research Associates.

Results are reported from an evaluative study of 21 Centers for Professional Development and Technology (CPDTs) funded by the Texas legislature over a four-year period, 1992-93 through 1995-96. Included among the CPDTs are 35 universities, 113 school districts, and 412 PDSs. The purpose of the study was to gather evaluative data related to the progress and contributions of the centers toward the goals of systematic change in teacher preparation and student learning. Major findings related to CPDT graduate performance, student outcomes, redesign of teacher preparation, institutionalization, professional development outcomes, level of collaboration, financial support, minority recruitment, and technology infusion are reported.

Maryland State Board of Education, State Teacher Education Council. (1998). *A review of professional development schools in Maryland. 1995-1997 report*. Baltimore, MD: Author.

Findings from a study of Maryland PDS partnerships are summarized in this report. It includes the cross-site interview protocol used by the State Teacher Education Council as part of site visits, profiles of PDS collaborative in Maryland, and a description of the state's PDS network and its relationship to Maryland's statewide Redesign of Teacher Education.

Neubert, G., & Binko, J. (1998). Professional development schools: The proof is in performance. *Educational Leadership, 55*(5), 44-46.

The authors compared preservice students who prepared in a PDS to students prepared in traditional settings, using an outside assessor who observed classrooms and conducted interviews. Findings indicated that the 10 students prepared in the PDS scored an entire category higher than the comparison group on the four-point rubric used.

Norwood, D. R. (1997). *A study of the relationship between teacher organizational commitment and the level of implementation of professional development school principles.* Unpublished doctoral dissertation, Texas Tech University, Lubbock.

This study examined the level of implementation of PDS principles at seven PDSs in Texas, the level of teacher organizational commitment in the schools and the relationship between PDS principle implementation and teacher organizational commitment. The data collection instrument, *PDS Commitment Questionnaire*, is included.

Roselli, H., Brindley, R., Daniel, P., Hall, A., Homan, S., & Applegate, J. H. (1999, February). *Beyond good intentions: Using standards to examine PDS sustainability through transitions.* Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington, DC.

The authors describe a three-phase research effort carried out by members of the University of South Florida's PDS collaborative. Researchers utilized the NCATE draft standards for PDSs to document the evolution of PDSs in the partnership and as a basis for considering relationships between and among PDS longevity, leadership transition, and sustainablity. The paper includes a survey instrument, which coordinates site-specific questions with the five critical attributes of the NCATE draft standards, in an effort to explore issues of sustainability.

Teitel, L. (1998, April). *Going beyond the leap of faith: Developing an assessment framework for professional development schools.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

This paper outlines the challenges inherent in tackling impact assessment in PDS settings and a conceptual framework for organizing thinking about and planning for impact documentation. A multisite case study approach is used to illustrate how a consortium of PDS partnerships in Massachusetts uses the framework in its impact evaluation process.

Wiseman, D. L., & Cooner, D. (1996). Discovering the power of collaboration: The impact of a school-university partnership on teaching. *Teacher Education and Practice, 12*(1), 18-28.

Preservice and inservice teachers in an urban elementary PDS worked with university faculty to implement a writing improvement initiative, which produced significant improvement in pupil standardized test scores.

ABOUT THE AUTHORS

Lee Teitel has been active in understanding and promoting professional development school partnerships since 1989. His work focuses on PDS start-up and institutionalization issues, new leadership roles in PDSs for teachers and principals, and the impact that involvement with PDSs has on the transformation of teacher education. He has led workshops at AACTE and AERA annual meetings and written numerous articles and monographs on a variety of PDS topics, including a PDS literature review for the National Council for Accreditation of Teacher Education (NCATE) PDS Standards Project.

Teitel is active in promoting PDS partnerships at the University of Massachusetts at Boston where he is an associate professor and former associate dean for community, university, and school partnerships. He is currently half-time at Dorchester High School in Boston, working with teachers and administrative team to set up a PDS partnership. He co-facilitates the Massachusetts PDS Steering Committee and is coordinating the impact documentation research for the Massachusetts Consortium for Initial Teacher Professional Development of Teachers, a statewide, federally funded, multisite school/university partnership initiative.

Ismat Abdal-Haqq is the Manager of Education Technology Publications at the National School Boards Association. Formerly an Associate Director with the American Association of Colleges for Teacher Education (AACTE), in 1991 she helped to establish the Clinical Schools Clearinghouse (CSC), a national center for the collection, generation, and dissemination of information and resources on professional development schools (PDSs). Abdal-Haqq served as coordinator of the CSC and the Adjunct ERIC Clearinghouse on Clinical Schools. A former classroom teacher, she has been a site reviewer for a PDS partnership and reviewer for a federal professional development awards program.

She has authored a number of publications on professional development schools, including two books, two national directories, and an annotated bibliography and resource guide. Her articles on PDSs have appeared in the *Journal of Teacher Education*, *Contemporary Education*, and the *ERIC Review*. She has served on several task forces related to policy and practice in PDSs.

"Their very practical approach to PDS assessment makes the challenge do-able! Teitel and Abdal-Haqq give us an elegant map and the tools we need."

Virginia H. Pilato
Maryland State Department of Education

"When it comes to understanding professional development schools, Teitel and Abdal-Haqq are two of the most widely respected people in the field. Using a pragmatic approach, they provide a blueprint for addressing the effectiveness of PDSs which guides the reader through a series of attributes, examples, and questions that can shape both the design and the evaluation of PDSs. Their effort will inform and advance the field."

— **Gary Galluzzo**
George Mason University

"With the clear ring of authenticity, this valuable resource advances the essential work of documenting the consequences of PDS partnerships."

— **Betty Lou Whitford**
Teachers College, Columbia University

"Professional development schools represent the most recent and extensive collaboration between universities and schools in teacher education. Teitel and Abdal-Haqq have explored the most vital and least developed aspect of PDSs—assessment—including a model for self-assessment, descriptions of PDSs, and illustrative instruments."

— **W. Robert Houston**
University of Houston

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